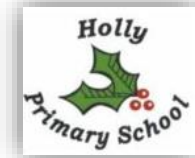


Progression of Skills: Years 1 and 2

In Year 1 and 2, the children can...



Year 1/2 Areas of Study:

Old and New Toys

Key vocabulary:

Toys, plastic, inventions, grandparents' time, drawing, decade, modern, materials, homes, the older generation, century, mechanical

Great Fire of London (Samuel Pepys' diary)

Key vocabulary:

Pudding Lane, Samuel Pepys, diary, Tudor house, Thomas Farriner, King Charles II, Christopher Wren, 1666

Florence Nightingale

Key vocabulary:

Sick, cleaning, lady of the lamp, injured, god, soldier, charity, care, hospital, medal, red cross

Neil Armstrong

Key vocabulary:

Explorers, travel, rocket, danger, brave, American, moon landing, survive, space

Tuxford Windmill

Key vocabulary:

Little red hen story, flour, cereal, grandparents, fraction, gravity, baking, miller, measuring

Grace Darling

Key Vocabulary:

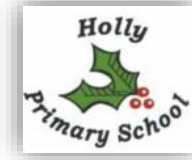
Wreck, survivors, storm, boat, lighthouse, waves, heroine, Northumberland

Chronological Understanding

- Understand the difference between things that happened in the past and the present.
- Understand and use the words past and present when telling others about an event.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects
- Use a timeline to place important events.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.

Holly Primary School
History progression map

<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none">• Recall some facts about people/events before living memory• Say why people may have acted the way they did.• Look at evidence to give and explain reasons why people in the past may have acted in the way they did.• Recount the main events from a significant event in history.• Describe the differences between then and now.	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none">• Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none">• Identify different ways in which the past is represented.• Ask questions about the past.• Use a wide range of information to answer questions.	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none">• Describe objects, people or events in history.• Use timelines to order events or objects or place significant people.• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.



Progression of Skills: Years 3 and 4

In Years 3 and 4, the children can...

Year 3/4 Areas of Study:

Stone Age to Iron Age

Key vocabulary:

Archaeologists, artefacts, Neolithic, B.C., chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey

Ancient Greeks

Key vocabulary:

Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, scared truth, temple

Roman Empire

Key vocabulary:

Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths

Vikings

Key vocabulary:

Archaeologist, raids, vicious, longhouse, berserkers, longship, Odin, Scandinavia, Danelaw, misconception, Jorvik

Robin Hood

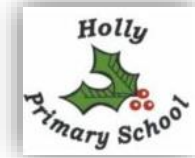
Key vocabulary:

Medieval, Sherwood, bow, Merry Men, the Great Oak, legend, outlaw, archer, poor, King John, Maid Marian

Chronological Understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Order significant events and dates on a timeline.
- Describe the main changes in a period in history.

<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none">• Use evidence to describe what was important to people from the past.• Use evidence to show how the lives of rich and poor people from the past differed.• Use evidence to describe the clothes, way of life and actions of people in the past• Use evidence to describe buildings and their uses of people from the past• Describe similarities and differences between people, events and artefacts studied.• Describe how some of the things I have studied from the past affect/influence life today.	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none">• Explore the idea that there are different accounts of history.• Look at different versions of the same event in history and identify differences.• Know that people in the past represent events or ideas in a way that persuades others.• Can I choose reliable sources of information to find out about the past?
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none">• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.• Ask questions and find answers about the past.	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none">• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.



Progression of Skills: Years 5 and 6

In Years 5 and 6, the children can...

Year 5/6 Areas of Study:

Mayans

Key vocabulary:

glyphs, codices, Chichen Itza, cacao, ahau or ahaw, batab, Itzamna, huipil, Kin, Kukulcan, Uinal

Anglo-Saxons and Scots

Key vocabulary:

Archaeologist, Anglo-Saxon kingdom, shires, Shire reeve, thane, legacy, Wessex, Witan or witenagemot, wergild, churl, Mercia

World War One

Key Vocabulary:

Allies, armistice, conscription, artillery, assassinate, empires, Austria, Europe, no man's land, rationing, trench

World War Two

Key vocabulary:

Axis, allies, Nazi, evacuation, Blitz, propaganda, Holocaust, Luftwaffe, RAF, refugee, Kindertransport

Tudors

Key vocabulary:

Gown, kirtle, lute, gallows, beefeaters, William Shakespeare, scythe, baron, gibbet, monarch, Henry 8th, Elizabeth 1st, War of the Roses

Chronological Understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Order significant events, movements and dates on a timeline.
- Identify and compare changes within and across different periods.
- Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

<p>Gunpowder, Treason and Plot Key vocabulary: Assassinate, parliament, civil war, puritan, Samuel Pepys, gunpowder, London, plague, roundheads, execution, high treason</p> <p>Titanic Key vocabulary: Belfast, Southampton, New York, crew members, lookouts, iceberg, marconi room, first class passengers, Edward John Smith</p> <p>Ancient Egypt Key vocabulary: Archaeologist, pharaohs, tombs, pyramids, hieroglyphics, vizier, scribe, sarcophagus, mummy, papyrus, scarab</p>	
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none">• Choose reliable sources of information to find out about the past.• Give own reasons why changes may have occurred, backed up by evidence.• Describe similarities and differences between some people, events and artefacts studied.• Describe how some of the things studied from the past affect/influence life today• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none">• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.• Evaluate evidence to choose the most reliable forms.• Know that people in both the past and present have a point of view and that this can affect interpretation.• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.